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ABSTRACT

This selective bibliography cites recent ERIC documents describing cultural differences and their influence on children's cognitive, social, emotional, and language development. The bibliography is divided into three sections: (1) Cultural Differences; (2) Preschool Education and Day Care; and (3) Elementary Education (contains many social studies units). Citations are taken from "Research in Education (RIE); March 1972 through September 1974, and from "Current Index to Journals in Education (CIJE)"; April 1972 through September 1974. The descriptor (index) term used to search "RIE" and "CIJE" was "Cross Cultural Studies." (Author/CS)

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CULTURAL AND CROSS CULTURAL STUDIES: AN ABSTRACT BIBLIOGRAPHY

Compiled by

Norma K. Howard

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CULTURAL AND CROSS CULTURAL STUDIES: AN ABSTRACT BIBLIOGRAPHY

1. Cultural Differences

References from Research in Education (RIE)

1. Adkins, Dorothy. Cross-Cultural Comparison of the Motivation of Young Children to Achieve in School. 1971, 9p. ED 060 053.

Achievement Need; Analysis of Variance; Correlation; *Cross Cultural Studies; Cultural Differences; *Economically Disadvantaged; Factor Analysis; *Learning Motivation; Objective Tests; Personality Assessment; *Preschool Children; Projective Tests; Religous Differences; Response Style (Tests); *School Attitudes; Self Concept; Self Evaluation; Sex Differences

Research on the differences in motivation to achieve in school among 10 groups of four-year-olds utilized a new, 75-item objective projective tests called Gumpgookies. This test was individually administered to approximately 2000 children mainly from low economic background. The various ethnic and religous groups were compared with respect to exact scores on five factors: 1) instrumental activity; 2) school enjoyment; 3) self-confidence; 4) purposiveness; and 5) self-evaluation. A series of fixed effects analyses of variance showed significant differences among groups on total score and on all factors except purposiveness. Significant differences were associated with sex for the school enjoyment factor.

2. Armas, Jose. La Familia de la Raza. (The Family of the Race.) 1972, 38p. ED 091 096.

Activism, *Anglo Americans; *Cross Cultural Studies; *Cultural Background; Death; *Family Role; Human Diginity; Land Acquisition; Life Style; Majority Attitudes; *Mexican Americans; Moral Values; Political Influences; Self Concept; Sociocultural Patterns; Socioeconomic Influences; Values

Chicanos in this country have been in a constant state of struggle for economic and cultural survival; yet the Chicano's family has remained the most important part of his culture. Chicano values, customs, life styles, and language are still very much a part of his family. This publication discusses the Chicano's family, covering: (1) la familia and the role it plays in the Chicano movement today; (2) the emerging identity of La Raza today; (3) the future of La Raza amid a changing Anglo-dominated society; (4) concepts of Chicanismo, carnalismo, and compadrazgo; (5) Anglo/Chicano contrasts of familia values, perspectives of

life/death, and the land; and (6) implications of future shock on La Raza.

Also available from: RAZA Associates, 2633 Granite, N. W., Albuquerque, NM 87104 ($1.50 each; 15% discount on orders of 10 or more)

3. Beier, Ernst G.; Zautra, Alexander. Identification of Vocal Communication of Emotions Across Cultures. 1972, 22p. ED 056 604

Behavior Patterns; *Cross Cultural Studies; Cultural Differences; *Emotional Response; Experiments; Expressive Language; Language; *Language Research; Language Styles; *Language Universals; *Paralinguistics; Semantics; Statistical Analysis; Tables (Data); Trend Analysis

The experiment discussed in this report investigates cross cultural ability to decode emotive meaning in extra-verbal vocal expressions of mood. The principal expectation of the study is that primitive mood expressions are understood in much the same way in all the countries tested. The moods depicted in the study--angry, sad, happy, flirtatious, fearful, and indifferent--are portrayed by Americans and interpreted by American, Polish, and Japanese subjects. Agreement across cultures on the mood expressed is high, and accuracy in response increases with the length of the expression to be interpreted. The results suggest the presence of a universal emotive language in the vocal channel. Details of the experiment are presented. Tables illustrate the statistical results, and a list of references is included.

4. Borke, Helene. The Development of Empathy in Chinese and American Children Between Three and Six Years of Age: A Cross-Cultural Study. 1973, 21p. ED 078 952

Age Differences; American Culture; Chinese Culture; Comparative Analysis; *Cross Cultural Studies; Developmental Psychology; *Early Childhood; *Empathy; *Kindergarten Children; Research Methodology; *Social Relations; Statistical Analysis; Technical Reports

A series of social interaction situations representing the four emotions of happy, afriad, sad, and angry were administered to 288 American children and 288 Chinese children. Twenty-four girls and 24 boys, half from middle class families and half from disadvantaged families, were tested at six-month intervals between 3 and 6 years of age. Children from both cultural

groups exhibited similar overall trends in their ability to recognize other people's emotional responses. By 3 years of age, the majority of American and Chinese children could differentiate between happy and unhappy reactions in other people. Perception of afraid, sad and angry feelings developed somewhat later, and appeared to be influenced by social learning. This cross-cultural study confirms the results of a previous investigation that very young children are capable of empathic responses. The awareness of other people's feelings by young children from very different cultural backgrounds suggests that empathy may be a basic human characteristic related to social adaptation.

5. Brooks, Glenwood C., Jr.; And Others. A Cross-Cultural Comparison of Danish and U. S. Racial Attitudes. 1971, 18p. ED 062 466

Bias; Comparative Analysis; *Cross Cultrual Studies; Cultural Images; Culture Contact; *Culture Free Tests; Ethnic Groups; *Ethnic Stereotypes; Group Unity; Interpersonal Relationship; Race; Race Relations; *Racial Attitudes; *Racial Discrimination; Social Attitudes; Sociocultural Patterns

Whether there are real differences between attitudes of Danes and Americans toward outgroups or whether publicity and public relations have created the stereotype of each country has not been shown. An outgroup is referred to as a group receiving prejudice and discrimination. If there are basic differences in attitudes toward outgroups in Denmark and the U. S., the nature of these differences may help to understand just how general the concept of attitudes toward outgroups really is. The purpose of this study was to compare Danish and U. S. attitudes toward outgroups in a controlled study. The results of the study, using analysis of variance, indicated that white subjects, whether Danes or Americans, generally hold negative attitudes toward culturally relevant outgroup, but Danes did not feel quite as negative toward Mediterraneans as Americans did toward Blacks. The results support the generalizability of the concept of the culturally relevant outgroup.

6. Carlson, Jerry S. Cross-Cultural Piagetian Studies: What Can They Tell Us? 1973, 33p. ED 086 346

*Cognitive Development; Concept Formation; *Cross Cultural Studies; *Cultural Differences; Development Tasks; Educational Philosophy; Educational Theories; Environmental Influences; Heredity; Learning Processes; *Literature Reviews; Logical Thinking; *Social Influences; Thought Processes

This paper has attempted to outline some basic aspects of Piaget's theory and place them in cross-cultural perspective. Several questions concerning approaches and the relevance of cross-cultural research for classification of Piagetian theory were discussed; (1) What types of questions within Piagetian theory are amenable to cross-cultural research? (2) How well can Piegetian studies help determine the importance of and differentiate between the factors affecting mental development? (3) Of what practical significance is cross-cultural Piagetian research? and (4) What types of research within the Piagetian framework might be helpful in the future? It was concluded that although a great deal of information has been gained from cross-cultural investigations, many critical research questions are still outstanding.

7. Caudill, William; Frost, Lois. A Comparison of Maternal Care and Infant Behavior in Japanese-American, American, and Japanese Families. 1971, 26p. ED 057 153

Behavior Development; Caucasians; Child Care; Comparative Analysis; *Cross Cultural Studies; Early Experience; *Infant Behavior; Japanese American Culture; *Japanese Americans; *Middle Class Mothers; Observation; *Parent Child Relationship; Personality Development; Socialization; Verbal Development

Previous studies have shown that American mothers, in contrast to Japanese, do more lively chatting to their babies, and that as a result, the American babies have a generally higher level of vocalization and, particularly, they respond with greater amounts of happy vocalization and gross motor activity than do Japanese babies. Thus, it appears that because of different styles of caretaking in the two cultures, by three-to-four months of age the infants have already acquired culturally distinctive behaviors, and that this has happened out of awareness and well before the development of language. This interpretation is challengeable on two grounds: (1) behavioral differences may be genetically determines; and, (2) social change happens within a particular human group. Resulting in significant shifts in baby behavior. Comparable data obtained from Japanese-American mothers of the third generation and infants can provide information to help settle both of these arguments. Naturalistic observations were made on two consecutive days during 1961-1964 in the homes of 30 Japanese and 30 white American first-born three-to-four month old infants equally divided by sex and living in intact middle-class urban families. Data on the

ordinary daily life of the infant were obtained by time-sampling. The behavior of the Japanese-Americans is apparently closer to that of the Americans than that of the Japanese.

Also available from: William Lebra, Editor, Mental Health Research in Asia and the Pacific, Vol. III., East-West Center Press, Honolulu, Hawaii 96822.

8. Colletta, Nat J. Bibliographies in Non-Formal Education. Number 1: Non-Formal Education in Anthropological Perspective. 1971, 31p. ED 068 428

*Annotated Bibliographies; *Anthropology; Case Studies; *Comparative Education; *Cross Cultural Studies; *Foundations of Education; Learning Processes; Social Sciences

One hundred and twenty citations of books, periodicals, and government documents dating from 1913 to 1969 are included in this a-notated bibliography of selected anthropological materials related to the influence of culture on the learning process. The bibliography is designed to assist those venturing into the area of "non-formal" education to explore the basic tenets of learning and teaching that have existed in the fabric of many cultures since ancient times. The sources are separated into three broad areas, but many of the references range in content across al three categories. Section A lists general works which treat education from an anthropological view. Section B emcompasses a number of case studies of the educational processes in divergent cultural systems. Section C suggests and examines some of the culturally significant variables such as language, world-view, and modes of social control in the learning-teaching phenomenon. Within each section, alphabetically arranged author entries contain complete bibliographic information.

9. Davis, France A. Black English: A Community Language. 1973, 12p. ED 083 655

*African American Studies; Biculturalism; *Communication (Thought Transfer); *Cross Cultural Studies; Cultural Interrelationships; Language Styles; *Language Usage; Negro Culture; *Negro Dialects; Negroes; Verbal Communication

Black English, the particular variation of the English language used by many American Negroes, is frequently condemned as inferior to standard English by Arbiters of language usage, but many

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Negroes find the structures and style of black English satisfactory for their communication needs. Black English is the result of a complex, developmental history, emerging from the primarily verbal intercommunication prevalent in the early culture of English-speaking Negroes. Because of its history and its usefulness, Black English has earned a legitimate place in the American culture and educational system. The author argues that since Black English is the usage most frequently practiced by the largest racial minority group in the United States and since it has a consistent linguistic structure, such language usage can no longer be ignored in academic studies of American language or in the curricula of American schools.

10. Dawson, John, Ed. Cross-Cultural Psychology Newsletter. Volume 7, Number 2. 1973, 21p. ED 085 308

Bibliographies; Book Reviews; Conference Reports; *Cross Cultural Studies; *Cultural Interrelationships; *Foreign Culture; Newsletters; *Psychological Studies; *Psychology; Research Projects; Research Reviews (Publications)

The Cross-Cultural Psychology Newsletter, an official publication of the International Association for Cross-Cultural Psychology, reports on recent publications and research in cross-cultural psychology. Notes on international conferences in the field are followed by annotations of new publications. In addition, recent research projects are discussed, among them a cross cultural measure of children's preferences for fruit trees under varied conditions of color availability and a study of revealed knowledge through the use of hallucinogens in Tsonga fertility rites. Messages to colleagues related opportunities for field work and conference proceedings. A bibliography of cross-cultural research grants, conclude the newsletter. The six yearly issues of the newsletter cost $4.00 for individuals, $7.00 for libraries, and $16.00 for airmail (all within the United States).

Also available from: Professor J. L. M. Dawson, Dept. of Psychology, University of Psychology, University of Hong Kong, Hong Kong (payable to: International Association for Cross-Cultural Psychology, Newsletter A/C 516987-003. Hong Kong and Shanghai Banking Corporation

11. Downing, John. Reading in America as Compared with Great Britain. 1971, 12p. ED 059 028

Conference Reports; *Cross Cultural Studies; Educational Trends; *Foreign Countries; *Reading Instruction; Reading Processes

General comparisons are made between American and British reading instruction, and outstanding commonalities and differences between the two countries are emphasized. Both, for example, believe in the necessity for careful early instruction, and both believe in the importance of reading as a skill. Differences exist in attitudes toward learning to read. The author characterizes the Americans as being more curriculum-centered--concerned with what has to be done and with reading as an academic discipline. On the other hand, he characterizes the British as being more child-centered--concerned with instruction and with the development of reading as a learning tool.

12. Families Around the World. The Hausa Family in Northern Nigeria. Teacher's Resource Unit. 1968, 99p. ED 073 971

Activity Units; *African Culture; Concept Teaching; *Cross Cultural Studies; Cultural Differences; Curriculum Guides; Elementary Grades; Ethnic Groups; *Family (Sociological Unit); Family Role; Grade 2; Human Geography; Human Relations Units; Inquiry Training; International Education; Resource Units; *Social Studies Units; Social Systems; Sociocultural Patterns

Concerned specifically with the "Hausa" family, this third resource unit designed for grade two is one of a series on the theme of families around the world. In a cross cultural approach students examine the concepts of culture, cultural diversity, social organization. social process, and geography. Teaching techniques focus on activity learning, inquiry training, and concept teaching. The first part of the unit furnishes background information on the Hausa family describing the household, clothing, a typical day, socialization, and communication. A major portion of the document describes teaching strategies for eighty two activities in a format designed to help teachers see the relationships among objectives, content, teaching procedures, and materials of instruction. Audiovisual aids and printed materials to be used are listed with each activity and a general list of educational media is given. Appendices include many pupil materials for this unit such as maps, readings, graphs, songs, and study questions. Related documents are ED 051 032, ED 051 033, ED 055 393,

13. Gable, Robert K.; Weinland, Thomas P. Self Concept: A Cross Cultural Study. 1973, 16p. ED 086 351

*Cross Cultural Studies; *Cultural Differences; *Elementary School Students; Environmental Influences; *Self Concept; Sex Differences; *Social Development

This cross-cultural study investigates differences in self concept development in the United States and Denmark. The research is based on known social and educational differences between Danish and American societies. These differences, from which hypotheses were drawn, involve (1) greater assignment of responsibility at early ages to Danish children than to American children, (2) greater commitment to the welfare state in Denmark leading to less pressure for success in the schools, and (3) superior progress in Danish society toward sexual equality. It was postulated that these differences would be reflected in predicted differences of self concepts. Subjects were 98 Danish and 190 American fifth and sixth graders from suburban elementary schools. Self concept was assessed with a 28-item measure based on the "like me-unlike me" dimension. Results were inconclusive, but did suggest areas for further research.

14. Greenglass, Esther Ruth. A Cross-Cultural Study of the Relationship Between Resistance to Temptation and Maternal Communication. 1968, 28p. ED 057 141

*Catholic Parents; Conflict; Conformity; Content Analysis; *Cross Cultural Studies; Discipline; *Elementary School Students; Games; Interaction Process Analysis; *Parent Child Relationship; *Socialization

The primary purpose of the present investigation is to study the relation between maternal communication and the child's resistance to temptation during an experimental task, among Italian and Canadian families. The nature of maternal communication was assessed by analyzing the verbal behavior of the mother while in discussion with her child. A series of mother-child pairs were given three experimental tasks which required that mother and child reach a concensus. The tasks were designed so as to stimulate discussion between mother and child, as well as to provide the mother with an opportunity to exercise her authority over her child. The discussions between mother and child were analyzed according to a schema based on the assumption that there are four basic functions of human speech: to teach, to please, to demand, and to defend oneself. An additional purpose of the

study was to determine the relationship between the nature of maternal and paternal control and the child's resistance to temptation. The extent and nature of familial control was assessed by means of a questionnaire which was filled out by the child. Positive control is defined as the encouragement of the child to feel some responsibility toward some positively defined goal. Negative control is defined as a barrier, limitation, or restriction imposed by the parent on the child's activities.

Also available from: Esther R. Greenglass, Dept. of Psychology, York Univ., 4700 Keele St., Downsview, Ont., Canada (Free of charge)

15. Holtzman, Wayne H. Cross-Cultural and Longitudinal Comparisons of Cognitive, Perceptual and Personality Measures in Mexico and the United States. 1973, 14p. ED 079 183

Child Development; *Comparative Analysis; *Cross Cultural Studies; Cultural Background; Cultural Differences; Cultural Education; *Cultural Factors; Culture Free Tests; Educational Research; Family Influence; *Individual Development; Latin American Culture; Mexicans; *Personality Development; Spanish Culture; Speeches

Insight can be gained into the role of specified cultural variables in human development if care is taken in a study to include sub-cultural variations which can be matched cross-culturally, to employ well-trained native examiners who have been calibrated cross-culturally, to use techniques which can be defended, and to involve the close and continual collaboration of investigators sensitive to the above issues. This paper reports findings from six years of repeated testing of children from Texas and Mexico, who were selected to represent a broad range of working-class, business, and professional families. A complex analysis-of-variance design was constructed with five main factors: 1) socioeconomic status; 2) sex; 3) age group when tested initially; and 5) year of repeated testing or trial. The main effects for culture proved highly significant, revealing important differences in developmental trends for the entire age span 6-17 years in Mexican and American children. This study reports only highlights of a much larger research program involving hundreds of children and their families. Additional studies are aimed at gaining greater insight into the complex relationships between cognitive, perceptual and personality measures on the one hand and family life-style. Home environments and school performance variables as these aspects of personality development change over time in the two cultures.

16. Jackson, Stephan L.; McCallon, Earl. The Cross-Cultural Attitude Inventory: A Report on Item Analysis and Stability. 1973, 14p. ED 073 885

*Acculturation; *Attitude Tests; Bilingual Education; *Cross Cultural Studies; Group Tests; *Item Analysis; *Mexican Americans; Minority Group Children; Statistical Analysis; Tables (Data)

The "Cross-Cultural Attitude Inventory" was constructed to measure 1 of the objectives of the Bilingual Education Project of Region XIII Education Service Center in Austin, Texas, serving children aged 6 to 10 years. The educational objective which needed to be measured was whether "the children are taught the history and cultural heritage which reflect the value systems of speakers of both languages." The Elementary and Secondary Act, Title VII project sites chosen for testing included the Artesia, New Mexico; the Alice, Texas; and the Los Nietos and Collier county, California, project sites. Data for item analysis were collected through the testing of 313 primary grade children. Graphic symbols of the Anglo and Mexican American cultures were employed in the inventory, which was constructed to evaluate attitude. The results indicated that the inventory may be assumed to provide a gross measure of acculturation suitable for use with groups. The mean score for the Mexican American culture subtest was significantly lower than the score for th Anglo-Culture subtest. Among the Mexican items, the Mexican flag, the Spanish word "Si," the Pinata, the Bowl of Menudo, and the Mexican Hat possessed the highest item-test correlation. Among the United States items, the American flag, the cowboy hat, the piece of bread, and the pickle possessed the highest item-test correlations.

17. Kagan, Spencer. Adaptation Mode and Behavior of Urban Anglo American and Rural Mexican Children. 1972, 89p. ED 076 248

Anglo Americans; *Behavior Theories; Bibliographies; *Child Development; Childhood Attitudes; Comparative Analysis; *Cross Cultural Studies; Early Childhood; *Locus of Control; Mexicans; *Psychologoical Studies; Research Methodology; Research Reviews (Publications); Technical Reports

Results are given of six experiments made to test the hypothesis that urban Anglo-Americans are alloplastic, i.e., try to adjust the environment to fit their own needs, and rural Mexicans are autoplastic, i. e., adjust themselves to meet the presses of the environment. A seventh experiment is proposed. It was predicted

that urban Anglo-American children would be more field independent and non-conformist than rural Mexican children in situations traditionally used to measure those variables, and that at novel behavioral choice points, Anglo-Americans would be higher in behaviors indicating preference for internal control, high aspirations and achievement, expression of desires, and risk taking. The proposed experiment will be based on the prediction that when urban Anglo-American and rural Mexican children are placed in a situation in which either too little or too much alloplastic behavior is nonadaptive, The Anglo-American will be overly alloplastic in contrast to the rural Mexican who will be insufficiently alloplastic. A review is made of literature used as bases for the alloplastic-autoplastic hypothesis. The experiments are grouped as follows: a. cultural mode and traditional choice points--exp. 1, field dependence, exp. 2, conformity; b. cultural mode and novel choice points--exp.3, preferenced for control, exp. 4, preference for achievement and aspiration exp. 5, preference for risk taking; and c. cultural mode and adaptivity--exp. 7, alloplastic behavior and adaptivity. A lengthy bibliography is provided.

18. Kagan, Jerome. Cross-Cultural Perspectives on Early Development. 1972, 42p. ED 073 855

Adjustment (To Environment); Child Development; *Cognitive Development; Cognitive Tests; *Cross Cultural Studies; *Early Experience; Infant Behavior; Preschool Learning; Psychomotor Skills; Sensory Deprivation; Speeches; Technical Reports

The popular view among American psychologists has been that there is a continuity of psychological structure that is shaped by early experience. Data gathered in studies of Guatemalan villages imply serious discontinuities in the development of particular cognitive competencies and capacities for affect through preadolescence. The first two years of life are not a good predictor of future functioning in all environmental contexts. Separate maturational factors seem to set the time of emergence of basic cognitive functions, although experience can slow or speed up that emergence to a degree. In the Guatemalan villages observed, infants are permitted very little activity in the first 15 months, are not allowed outside, have little to play with, and are seldom played with. These infants exhibit extreme motoric passivity, but they develop normally in childhood. Identical procedures involving color and movement were administered to American and Guatemalan infants. Guatemalan infants were significantly less attentive than the Americans,

and Americans had longer fixtation times. To test the reversibility of the apparent slowing of cognitive growth in the Guatemalan child, cognitive tests were administered to rural and urban middle-class and economically disadvantaged preadolescents. Their performance on tests of perceptual analysis, perceptual inference, recall and recognition memory was comparable to American middle-class norms. Certain data suggest that economically disadvantaged American and Guatemalan children aged 5-9 are from one to three years behind middle-class children in demonstrating some cognitive skills but that these competencies emerge by age 10 or 11.

19. Kagan, Spencer; Madsen, Millard C. Experimental Analyses of Cooperation and Competition of Anglo-American and Mexican Children. 1970, 37p. ED 062 041

*Affective Behavior; *Anglo Americans; Bibliographic Citations; *Children; *Cross Cultural Studies; Cultural Differences; Experiments; Interaction; *Mexicans; Reactive Behavior; Rural Urban Differences; Statistical Analysis; Tables (Data)

Four experiments comparing behavior of children from Los Angeles, California, and Nuevo San Vicente, Baja California, Mexico, were conducted to analyze cooperative and competitive behavior of Anglo American city and Mexican rural children. Eighty children from each setting, 40 of age 7-9 and 40 of age 10-11, equally divided by sex, served as subjects for all 4 experiments. Results of experiment I, which was designed to assess motivation and ability of children to cooperate in a problem situation with no obvious conflict of interest cues, failed to support the hypothesis of a cultural difference in motivation and ability to cooperate. In experiment II, which assessed the degree to which children are competitive and rivalrous in a situation without direct social interaction and the necessity of mutual assistance, both groups appeared highly motivated to take a toy away from a peer when they could keep it. Anglo children, however, were more highly motivated than Mexican children to lower another child's outcomes, even when it meant no gain to themselves. In experiment III, which examined rivalrous behavior in the presence of direct social interaction, Anglo more than Mexican children responded with conflict to a peer's rivalrous intents in an interpersonal interaction situation; Mexican children were more submissive. In experiment IV, which measured tendencies to engage in and avoid direct interpersonal conflict, Mexican children were more avoidant of conflict than Anglo children.

20. Kagan, Spencer; Madsen, Millard C. Rivalry in Anglo-American and Mexican Children of Two Ages. 1971, 19p. ED 062 042

*Affective Behavior; *Anglo Americans; Bibliographic Citations; *Children; *Cross Cultural Studies; Cultural Differences; Experiments; Interaction; *Mexicans; Rural Urban Differences; Statistical Analysis; Tables (Data)

In this experiment designed to trace the development of rivalry in Anglo American and rural Mexican children. Rivalry (behavior intended to lower the outcomes of a peer) was measured by 4 choice conditions wherein the rivalrous alternative in all conditions was the choice that left fewer rewards (marbles) to the chooser's peer. After all choices were made, the children could trade the marbles for toys. The conditions, designed to systematically vary absolute and relative outcomes, were presented to Anglo American and Mexican children of ages 5-6 and 8-10 from 2 settings: Los Angeles, California, and Nuevo San Vicente, Baja California, Mexico. FortyOeight children from each culture, 6 boy pairs and 6 girl pairs, participated as subjects. It was revealed that older children were significantly more rivalrous than younger children; anglo children were significantly more rivalrous than Mexican children; and the cultural differences tended to increase with age. The effect of conditions was significant, indicating that for all groups rivalry was greatest when accompanied by both relative and absolute gains. The opportunity to avoid a small relative loss increased rivalry more than opportunity to accrue a small absolute gain. The development with age of greater rivalry in boys than girls was present for the Anglo but not Mexican children.

21. Kennett, Keith F. A Within Cultural Comparison: Intelligence, Family Size and Socioeconomic Status. 1973, 25p. ED 088 964

*Cross Cultural Studies; Elementary School Students; *Family Environment; Family Influence; *Intelligence Differences; Intelligence Tests; Secondary School Students; *Social Differences; Social Environment; *Socioeconomic Status

A within cultural comparative examination of three samples of school-children residing in Saskatchewan, South Australia and Nova Scotia enabled the effects of family size and socioeconomic status on measured intelligence to be ascertained. Samples of school children in Regina (Canada), Adelaide (Australia)

and Sydney (Canada), divided into subgroups according to family size and socioeconomic status, were tested in the first two samples on the Otis Mental Ability Tests, and in the latter on the Henmon-Nelson Intelligence Test, while socioeconomic status allocation was obtained from the occupation of the father of each child in the three samples. In each sample, the results demonstrated the existence of a definite relationship between intelligence (IQ) and socioeconomic status (SES), in favour of the high SES children. However, the usually reported significant negative correlation between family size and IQ disappeared in the 170 predominantly middle-to-upper class SES children in Regina, in the 427 school-children from various SES groups in Adelaide, and in the upper SES group only of the 144 school-children in Sydney (even though the overall correlation for the latter sample was negative and significant). In each sample, a clear indication emerged--family size, among middle and upper SES families in Western industrialized affluent societies, generally has no detrimental influence on the mean IQ of its members. Evidence from the Canadian and Australian samples point to the same conclusion--at the least, upper SES children perform equally as well on an intelligence test regardless of the family to which they belong.

22. Lewis, Michael; Ban, Peggy. Variance and Invariance in the Mother-Infant Interaction: A Cross-Cultural Study. 1973, 34p. ED 084 006

*Child Care; Child Rearing; *Cross Cultural Studies; Cultural Awareness; Cultural Differences; *Cultural Environment; *Infants; Mothers; *Parent Child Relationship; Verbal Communication

This document reports on a cross-cultural study of mother-infant interactions. Focus is on the issue of variance and invariance in these interactions across cultures. American and Yugoslavia mother-infant pairs were observed over long periods of time in a naturalistic setting. Also, available data on Dutch, Zambian, and Sengalese mothers and infants were analyzed, so that five cultures were compared. Results indicated that there was considerable consistency in terms of the care-giving the infants received. This was discussed in relation to the invariances that exist across human cultures. Further discussion emphasized the danger of misintepretation when behavior is studied out of context. To avoid this, it is necessary to be extremely familiar with the culture under question.

23. Madsen, Millard C. Developmental and Cross-Cultural Differences in the Cooperative and Competitive Behavior of Young Children. 1970, 13p. ED 062 040

Affective Behavior; Age Differences; *Anglo Americans; *Behavior Development; *Children; *Cross Cultural Studies; Developmental Tasks; Interaction; *Mexicans; Rural Areas

An experimental task with accompanying apparatus was developed for use in the study of developmental and cultural differences in the cooperative-competitive behavior of children in a small Mexican town and in California. Two groups of 20 Mexican children (aged 7-8 and 10-11), from an elementary school in a town in Baja, California, Mexico, were used; the Anglo American sample included 3 groups of 24 children (aged 4-5, 7-8, and 10-11) from day-care centers in Los Angeles. The children were tested using a 2-person cooperation-competition marble-pull game designed for the study. A pair of children of the same sex and culture was seated, 1 child at each end of the game table; the children then played for a marble placed in a holder. In the "tug-of-war situation," cooperative behavior resulted in 1 child getting a marble while competitive behavior resulted in neither child getting a marble. At the conclusion of 10 trials for each pair of children. Informal interviews were held to determine, for children who competed maladaptively (competitively), the extent to which they were aware of possible interacting methods. Two instructional trials followed the interview, and subjects completed a second series of 10 trials. Results indicated a higher level of cooperation among Mexican than among Anglo American children and an increase in nonadaptive competition with age among the Anglo American children.

24. Nadelman, Lorraine. Sex Identity in American Children: Memory, Knowledge, and Preference Tests. 1973, 29p. ED 084 029

Age Differences; *Cross Cultural Studies; *Elementary School Students; Grade 3; Kindergarten Children; Parent Role; Recall (Psychological); *Sex Differences; *Social Class; Socioeconomic Influences; *Stereotypes

Recall, knowledge, and preference for masculine and feminine items were tested in 40 American, 5- and 8-year-old white boys and girls from working and professional middle class families. Children recalled, knew, and preferred same-sex items significantly

more than opposite-sex items. Girl's scores were less rigidly sex-typed than boys'. Older children showed greater stereotype in preference tests than younger children. Sex differences in preference scores of older children were greater in the working than middle class. In comparison to the data on English 5-year-olds, American girls were less sex-typed than their English counterparts, and accounted for the predicted decrease in sex polarity of preference scores.

25. Peck, Robert F. Coping Styles and Achievement: A Cross-National Study of School Children. Volume III of VII Volumes. Parental Views of Themselves and Their Children in Eight Countries. 1972, 522p. ED 067 607

Achievement; *Adjustment (To Environment); Beliefs; *Cross Cultural Studies; Cultural Differences; Evaluation Methods; Foreign Culture; Interviews; Parental Background; *Parent Attitudes; Parent Child Relationship; *Parent Reaction; *Values

Interviews were conducted with all of the mothers and about half of the fathers of a stratified sample of school children whose achievement, motivation, occupational interests and coping styles had been assessed. The parents of 80 children in each of eight countries participated: Brazil, Mexico, England, West Germany, Italy, Yugoslavia, Japan, and the United States. The systematically structured interview focused on the coping styles of the parents; their perception of the child's attitudes, achievement and coping styles; and the parents' occupational lives. Their beliefs about the role and value of education were also explored. The parents' responses were coded into content-categories for each question in the interview. The frequency of each kind of response was used to describe the characteristics of parents and children within each country. The responses of matched mothers and fathers were also compared and described, to their values, their self-descriptions and their perceptions of their child.

26. Peck, Robert F.; And Others. Coping Styles and Achievement: A Cross-National Study of School Children: Volume V of VII Volumes (5A and 5B): A Replication Study of Coping in Eight Countries. 1973, 1760p. ED 078 342

Adjustment (To Environment); *Behavior Patterns; Behavior Rating Scales; Children; *Cross Cultural Studies; *Cultural Interrelationships; Individual Characteristics; *Longitudinal Studies; *Measurement Instruments; Values

The cross-national study of coping styles and achievement was designed to develop a conceptual system for describing effective coping behavior in several cultures; to develop measures of coping style and coping effectiveness which would be uniformly applicable in the various cultures; and to determine the relationship of such coping behavior to academic, social and vocational values in each country. The first two objectives were successfully met during the first two years of the study. A diversified battery was than developed for assessing these characteristics among children in the several countries. Volume II described results of applying that battery to 6,400 children in seven countries in 1956-1966. A revised battery was then applied to a new sample of 3,600 children in eight countries during 1968-1969: England, Italy; Japan; Mexico; West Germany; Chicago and Austin, Texas, U. S. A. This volume, the fifth of seven, reports the findings from the 1968-1969 sample and compares them with the findings from the 1956-1966 sample. A cross-national analysis describes those characteristics which showed unique national patterns. The final section of this volume discusses some major implications of the findings for educational and social practice.

27. Pettibone, Timothy J.; Solis, Enrique, Jr. Dental Health Care Models of Southwest Cultures. Final Report. 1973, 181p. ED 085 132

American Indians; Anglo Americans; *Cross Cultural Studies; Cultural Factors; Demography; *Dental Health; Mexican Americans; *Models; Psychological Studies; *Rural Urban Differences; *Social Factors; Statistical Analysis

The major goal of this research was the development and validation of cultural models of dental health practices. The specific objectives were to determine if 3 cultural groups (American Indians, Mexican Americans, and Anglo Americans) differ in the dental health hygiene indices, characteristics, psychological factors, or social factors; to develop explanatory models of dental health practices; and to cross validate the models. Two kinds of information were obtained--personal interviews and

dental examinations. Data were collected during Spring 1972 for the first year phase and during Fall 1973 and Spring 1973 for the validation. The information was summarized and analyzed by descriptive statistics, analysis of variance, and path analysis. Six separate models were discussed and analyzed. it was found that similarities exist in the models developed across dimensions of ethnicity and residential groupings, and that financial factors and "symptomati orientation toward dental care" were the greatest determinants of dental care behavior. Copies of the interview questionnaire and the dental examination form were included.

28. Rodgers, Robert R. Family Authority Structures and the Disposition to Inform on Peers Among Urban Children in West Germany and Israel. 1972, 19p. ED 076 918

*Cross Cultural Studies; Cultural Differences; Delinquent Behavior; *Elementary School Students; *Family Structure; Power Structure; *Response Mode; *Rural Urban Differences; Sex Differences

Cross-cultural surveys of 6th grade children in 12 countries presented them with six hypothetical situations in which friends had committed minor violations of adult norms (stealing, cheating on a test, breaking a window, and mischievous pranks). They were asked if they would inform in response to an adult who asks for the names of those involved. Summarizing 22 surveys revealed that within cultures the disposition to inform was stronger in rural than in urban children and in girls than boys. Analysis of two surveys in Israel and West Germany showed: (1) informing generally more likely when demanded by school authorities after school-related mischief than when demanded by an unspecified adult who was the victim of the mischief; (2) German children more disposed to inform than the Israelis (although both samples were very unlikely to inform and were the two least likely of the 12 countries studied); (3) the relation of informing to family authority structure was similar for the same sex across within culture; and (4) combining cultures, informing in boys was more likely for those who described their family as intermediate in the degree of parental decision-making differentiation than for those from either undifferentiated or highly differentiated families, but was unrelated to whether father or mother made most of the decisions.

29. Sanua, Victor D. A Critique of Jensen's Article: How Much Can We Boost IQ and Scholastic Achievement? 1970, 44p. ED 063 535

HC not available from EDRS.

Academic Ability; Academic Aptitude; Cognitive Ability; *Cross Cultural Studies; *Intelligence; *Intelligence Differences; *Intelligence Factors; Intelligence Quotient; Intelligence Tests; *Literature Reviews; Mental Development

The author presents a discussion of certain portions of Arthur Jensen's controversial article. The general conclusion is that Jensen has not provided substantial evidence that there are differences in neural structure among children from different social or ethnic groups which are genetically determined. The reviewer reacts to Jensen's conclusion "that schools and society must provide a range and diversity of educational methods, programs and goals, and occupational opportunities, just as wide as the range of human abilities." While the reviewer finds no objection to this general statement, he feels that the premise upon which it is built is rather flimsy because of the implication that individuals of different backgrounds are genetically different. Other criticisms of Jensen's article include his over-reliance on genetic authorities, a failure to suggest a research design capable of handling certain difficulties, and the drawing of premature conclusions.

Availability: Victor D. Sanua, Ph.D., Associate Professor, City College-CUNY K-8 New York, New York 10031

30. Sedlacek, William E.; And Others. Problems in Measuring Racial Attitudes: An Experimental Approach. 1971, 12p. ED 058 330

*Attitude Tests; Bias; Caucasian Students; *Cross Cultural Studies; Race Relations; *Racial Attitudes; Racism; *Research Methodology; *Response Style (Tests); Social Discrimination; Social Relations; Test Validity

Problems in measuring the attitudes of Whites toward Blacks have included: (1) lack of contemporary content in existing measures; (2) difficulty of determining scale validity; and, (3) the strong social reinforcement for being "tolerant" toward Blacks making the assessment of "true" racial attitudes more difficult. The Situational Attitude Scale (SAS) was developed to reduce or eliminate these problems. The SAS consists of 100 semantic differential items that relate to one of ten social or personal situations. Two forms of the SAS were developed. Each contains

the same situations, items, and instructions except that the word "Black" was inserted into the situations in form B. When the SAS is administered to White subjects randomly assigned either form, more negative responses occur to form B. This indicates that Whites have generally negative attitudes toward Blacks. This result has been obtained on several independent samples including the one employed in this study. The SAS methodology has been extended to cross-cultural comparisons and it has been found that White Danes tended to view "Mediterranean foreign workers" much as White Americans view Blacks. It was suggested that the SAS methodology could be extended to many situations in attitude measurement where the investigatior wishes to examine the experimental effects of one or more variables.

31. Solis, Enrique, Jr.; Pettibone, Timothy J. Assessment of Dental Needs in a Multicultural Population. 1972, 10p. ED 071 790

*Anglo Americans; *Cross Cultural Studies; Demography; *Dental Health; *Elementary Grades; Medical Research *Mexican Americans; Psychological Patterns; Sociocultural Patterns; Statistical Analysis

The purpose of the study was to develop cultural models that describe dental care practices among the primary ethnic cultures of the Southwest. The pilot study sample, of Mexican Americans and Anglo Americans, was obtained through the Las Cruces Schools. Sampling was stratified random sampling using elementary school (grades 1-6) records. Initial analysis of data on the various technical and nontechnical factors indicated significant differences between the 2 groups in periodontal, decayed teeth, filled teeth, and frequency of visits to the dentist of both mother and child. Family size, education, income, and job skill of head of household were social/demographic factors in which significant differences were also found between the 2 groups. It was concluded that the best delivery of health services occurs when the cultural barriers to such delivery are understood. This understanding cannot be reached merely in describing cultural differences but rather in the ordering and structuring of known variables into predictive models of dental care practices.

32. Steward, Margaret S. The Observation of Parents as Teachers of Preschool Children as a Function of Social Class, Ethnicity, and Cultural Distance Between Parent and Child. Final Report. 1971, 43p. ED 057 925

Anglo Americans; Attitudes; Behavior Patterns; Chinese; Chinese Americans; Cognitive Processes; *Cross Cultural Studies; Cultural Differences; Data Analysis; Ethnic Groups; Group Relations; Interaction Process Analysis; Lower Class; Mexican Americans; Middle Class; *Mothers; Parent Child Relationship; *Preschool Children; Response Mode; *Social Differences; Spanish Speaking; *Teaching Styles

This project was designed to study the process of parents teaching preschool age children using a direct observational method. Six mothers and their own three-year-old sons from seven ethnic groups participated: middle-class Anglo, lower-class Anglo, English-speaking Mexican-American, bilingual Mexican-American; Spanish-speaking Mexican-American, English-speaking Chinese-American, Chinese-speaking Chinese-American. In addition, four groups of the mothers taught a second child from their ethnic and social class background, and a third child from an ethnic and social class different from their own. Each mother taught a cognitive sorting game and a motor skill game to each of the children assigned to her. Data were organized in terms of "own child" data and analyzed by means of a one-way analysis of variance, and predicted trends; the "social distance" data were analyzed in a 3 x 2 x 2 mixed factorial design. The data were coded using a parent interaction code which allowed analysis of the teaching interaction in terms of programmatic variables: total time, input and pacing; and teaching loop variables: alert, format, child response, and feedback. The single best predictor of maternal teaching, or child response, was ethnicity with some replication of earlier social-class differences. The results tend to support stable constellations of behaviors within ethnic groups of a subtle nature. Further research is recommended.

33. Thomas, Lawrence G. Types of Schooling for Developing Nations. Occasional Paper of the International and Development Education Clearinghouse. 1968, 36p. ED 070 700

Comparative Analysis; *Comparative Education; *Cross Cultural Studies; *Developing Nations; Development; *Educational Research; *Educational Theories; Social Factors; Speeches; Typology

This paper focuses on the problems of comparative educational research in developing societies and suggests theories for a new cross-cultural typology for schools related to four modes of instruction: memorizing; training; intellect developing; and

problem solving. For ease of comparison, the descriptions of the types are classified under the same seven readings: 1) sources of the best curriculum; 2) character of the goals; 3) curriculum content; 4) learning activities; 5) teaching methods; 6) tests of success; and 7) anticipated outcomes. The purpose of the theory construction presented in this paper, is to make the concept of formal education a more meaningful variable in studies of the political, economic, and social uses of schooling for national development. The purpose of projecting hypotheses is not only to demonstrate the fruitfulness of the theories presented but also to stimulate the composition of alternative hypotheses and systematic efforts to verify or falsify all such hypotheses. Social and cultural factors, rather than economic aspects are the underlying focus of concern in this study.

34. Thorndike, Robert L. Reading Comprehension Across National Boundaries. 1972, 7p. ED 064 351

Achievement Tests; Comparative Analysis; *Cross Cultural Studies; Elementary School Students; *International Programs; *Predictive Validity; *Reading Tests; Secondary School Students; Test Construction; *Test Results

Some aspects of the results from IEA studies of reading are discussed. The instruments used in the studies were a reading comprehension test of the conventional type and a short reading speed test. The studies were conducted with 10- and 14-year-olds and individuals in the last year of secondary school. A supplementary measure, same-opposite vocabulary test of 40 words, was also used at each level. Among the 15 countries that participated, 12 different languages were represented. Difficulties encountered, results for the United States, between-country differences, and between-schools differences are discussed. Predictors of reading achievement are discussed from the standpoint of their effectiveness.

35. Voyat, Gilbert; Silk, Stephen. Cross-Cultural Study of Cognitive Development on the Pine Ridge Indian Reservation: The Pine Ridge Research Bulletin No. 11, 1970. 1970, 28p. ED 070 541

*American Indians; *Cognitive Development; *Cross Cultural Studies; *Culture Free Tests; Economic Disadvantagement; *Intelligence Tests; Learning Theories; Self Concept; Thought Processes

The research summarized in this paper was conducted on the Pine Ridge Indian Reservation in South Dakota. The purpose of the developmental study was to explore the cognitive aspect of development rather than to explore the personality as a whole. The clinical exploratory method of Piaget was employed, which focuses primarily upon an experimental investigation of the qualitative development of intellectual structures, because it was expected that Piaget's system would be free of cultural bias. Some hypotheses tested were (1) are Piaget's tests insensitive to basic differences in the sequence of stages of cognitive development? (2) are there time delays or time advances in the population? and (3) are time delays observed between ethnic groups consistent, or is a delay within one ethnic group offset by a relative advance in some other area? The methodology of this research consisted of adapting the interview to the reactions of the 75 Oglala Sioux children, aged 4 through 10, who were tested. The results indicated that the succession of stages described by Piaget is respected by both the Pine Ridge and the Geneva population. Further, there was shown to be no fundamental delay in the development of the basic processes in thinking among the population in Pine Ridge. It was also found that basic processes in cognition are more a function of an active organization process that the child brings upon his experience than is the role that language plays in the thought process.

36. Williams, David M.; Cole, Richard A. Value Preferences of Preadolescents in Portland, Oregon, and Vancouver, B.C.: A Cross Cultural Study. 1972, 33p. ED 073 016

Comparative Analysis; *Cross Cultural Studies; *Educational Research; *Elementary School Students; Grade 4; Grade 6; Group Norms; Measurement Instruments; Personal Values; Social Values; Sociocultural Patterns; Sociometric Techniques; *Values

This is a study of values and value systems of various groups of elementary school pupils from ages nine to twelve. The research is based upon Milton Rokeach's (1968) conceptualization of values and value systems and upon his methodology of value measurement. A two-fold purpose of the study is stated: 1) to modify the Rokeach value survey in order to make it a more appropriate and reliable instrument for use with 9 to 12 year old pupils and, 2) utilize the modified instrument to investigate differences in the value preferences among subgroups of the population sampled. Several tentative implications for educational

practice of the findings of these and related studies and for further research are identified. Seven tables which summarize the measurement instrument and the results of the value survey are included.

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2. Preschool Education and Day Care

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1. Boocock, Sarane Spence. A Crosscultural Analysis of the Child Care System. 1973, 104p. ED 088 584.

Child Care Workers; *Child Rearing; *Cross Cultural Studies; *Day Care Services; Educational Sociology; Family Life; Federal Aid; *Social Change; *Social Problems; Socioeconomic Influences; Working Women

This paper reports on a 1-year cross-cultural project designed to compare alternative modes of child care and child care programs in Sweden, Israel, and China with those in the United States. Based upon data available in documents pertaining to children, interviews with scholars involved in research on child care programs, and on-site observations at child care settings in Israel, Sweden, and the United States, this paper attempts to formulate a thesis on the kinds of social environments and interpersonal relationships which are most conducive to learning and academic achievement. Data has been compiled and discussed according to three major topics: role of the child, role of the parent, and role of the caretaker. The most general conclusion that can be drawn about the child care systems, in the United States and elsewhere, is that they are not providing enough of the kinds of care children need most. A second observation is that increased attention and concern in the United States should be paid to the discontinuities between our values and our behavior with respect to children.

2. Hutchinson, Shauneen, Comp. Major Aspects of Day Care: Statements and Articles. 1971, 64p. ED 078 890.

*Child Care; *Day Care Programs; *Day Care Services; *Federal Legislation; Foreign Countries; Industry; Mothers; *Publications; Working Parents

Published material concerned with various types of day care are provided. The material has been separated into four different sections: (1) General, which describes underlying policy, trends, and the present status of day care in the United States; (2) Working Mothers, covering day care arrangements made by women in the labor force; (3) Foreign, describing various types of day care in operation outside the United States; and (4) Corporate, which describes the growing interest of business in day care. Other material that is relevant is cited and briefly discussed. The articles provided are: "Day Care Centers:

Hype or Hope?" by Gilbert Y. Steiner, "Federal Child Care Corporation" a Senate Finance Committee Print, "Child Care" a Senate Finance Committee Print, "Mother's Helper--Day Care Centers Find Favor as More Women Flock into Work Service" an article in the Wall Street Journal, "Child Care Arrangements in Other Countries: France" from the Congressional Record, "Minding Their P's and Q's: In Day Care, Profit and Quality Go Hand-in-Hand" from Barrons, "The Children's Hour: Day Care Centers are Wunderkinder' on Main and Wall Streets" from Barrons, "Learning Their ABC's: Making the Grade in Day-Care Centers Isn't Always Easy" From Barrons, and "Corporate Care for Kids" from Fortune. (Several articles that appear in the Table of Contents are not available for reproduction at this time; however, an availability statement is provided for each one.)

3. Mooney, Ross L.; Smilansky, Sara. An Experiment in the Use of Drawing to Promote Cognitive Development in Disadvantaged Preschool Children in Israel and the United States. Final Report. 1973, 200p. ED 082 842.

*Art Activities; Art Materials; Art Teachers; *Cognitive Development; *Cross Cultural Studies; *Disadvantaged Youth; Kindergarten; Language Development; *Preschool Children; Preschool Curriculum

This cross-cultural study investigated methods of using drawing to develop the cognitive abilities of disadvantaged preschool children. Five teaching methods were compared in parallel programs in Tel-Aviv, Israel and Columbus, Ohio. The traditional method, in which materials are supplied but are not used to emphasize cognitive development was used in the control group. The four experimental groups employed the (1) discussion method, (2) observation method, (3) touch method, and (4) technical training method to amplify what the children know of the subjects they draw, and what they can do in the drawings. The sample consisted of a total of 215 prekindergarten and 228 kindergarten children in both countries. Instruments to assess artistic development and cognitive performance were developed. Results indicate that experimental teaching methods produced significant gains while the control method did not. Methods of observation and drawing technique were most effective, and the results were generally similar for both national groups. It is concluded that (1) drawing is an effective medium for developing cognitive abilities when carefully designed methods are employed, and (2) disadvantaged children from the two countries have similar needs and potentialities.

4. Pre-Primary Education. 1972, 47p. ED 088 562.

*Cross Cultural Studies; Curriculum; *Educational Philosophy; Educational Psychology; Educational Theories; *Educational Trends; Family Role; Parent Child Relationship; *Preschool Education; Research; Socialization; Socioeconomic Influences

This document is the Project Europe 2000 Pre-primary Education report of the European Cultural Foundation. The objective of the study was to determine the trends in the child-school-society relation, so that educational planning could be constructed in the context of future needs. To aid in this analysis, data was collected concerning the psychological, sociological, and educational aspects of pre-primary education from three main sources: (1) from current recognized European experts in the field; (2) from six other European pre-primary educational systems (England, France, Italy, Sweden, Federal Republic of Germany, and the USSR); and (3) from conferences and on-site observations. Particular attention is given to the development of education and the teaching of the pre-school child in connection with industrialization, living in towns, and relations within the family. An historical perspective on the development of pre-primary education in Europe has also been included.

5. Pre-Primary Education. Appendices. 1972, 86p. ED 088 563.

*Cross Cultural Studies; Curriculum; *Early Childhood Education; Educational Administration; Educational Finance; *Preschool Evaluation; *Program Descriptions; *Questionnaires; School Surveys; Socioeconomic Influences; Standards; Statistical Studies; Teachers

This document collects the appendices to the Pre-primary Education report of Study Project Europe 2000 of the European Cultural Foundation. This study collected data on the psychological, sociological, and educational aspects of pre-primary educational systems in England, France, Italy, Sweden, and the Federal Republic of Germany.

6. Roby, Pamela, Ed. Child Care--Who Cares? Foreign and Domestic Infant and Early Childhood Development Policies. 1973, 456p. ED 086 343.

Document not available from EDRS.

Black Community; *Child Care; Child Care Centers; Child Care Workers; Child Welfare; *Cross Cultural Studies; *Educational Economics; *Feminism; *International Education; Negro Education; Social Problems; Welfare Services

As more and more women enter the working force, the demand for good, universal child care development programs has become critical. In this volume, day care directors, social workers, sociologists, educators, and other concerned professionals examine every facet of child care programs in terms of racism, sexism, and class inequalities.

Availability: Basic Books, Inc., 10 East 53rd Street, New York, N.Y. 10022 ($16.00)

7. Sidel, Ruth. Women and Child Care in China: A Firsthand Report. 1972, 207p. ED 082 858.

Document not available from EDRS.

*Child Care; *Chinese Culture; Citizenship Responsibility; *Day Care Services; Educational Philosophy; Government Role; *Nursery Schools; Paperback Books; Parent Child Relationship; Peer Relationship; Student School Relationship; *Working Women

This paperback presents an illustrated, firsthand report of the changes in attitudes towards women and child care in China since the revolution of 1949. Chinese women are encouraged to take an active part in the country's activities. Extensive governmental programs provide women with birth-control information, prenatal assistance, maternity leaves, and child care facilities. Major emphasis is given to descriptions of nurseries, nursery schools, and kindergartens. Chinese child-rearing practices are compared to those of Israel and the Soviet Union and some aspects of the Chinese experience that may be of value to the United States are discussed. A sample of a Chinese kindergarten reader is included.

Availability: Hill and Wang, Inc., 141 Fifth Ave., New York, N.Y. 10010 ($6.95); Penguin Books, Inc., 7110 Ambassador Rd., Baltimore, MD 21207 (paper, $1.25)

References from Current Index to Journals in Education (CIJE)

Gross, Dorothy W. Policies that Support the Total Development of Children--and of Teachers. Childhood Education, v50 n6 pp314-317, Apr/May 1974, EJ 095 046

Robinson, Nancy M.; Robinson, Halbert B. Early Childhood Education: A Cross-Cultural View of Early Education. National Society for the Study of Education Yearbook, v71 pt2 pp291-315, Jul 1972, EJ 054 330

Siegel, Earl. Child Care and Child Development in Thailand, Sweden, and Israel--Their Relevance for the United States. American Journal of Public Health, v63 n5 pp396-400, May 1973, EJ 077 522

3. Elementary Education

References from Research in Education (RIE)

1. Burger, Henry G. "Ethno-Pedagogy": A Manual in Cultural Sensitivity, with Techniques for Improving Cross-Cultural Teaching by Fitting Ethnic Patterns. Revised Edition, May 1971. 1971, 185p. ED 091 109.

American Indians; Anglo Americans; *Cross Cultural Studies; *Curriculum Development; *Educational Anthropology; *Ethnic Groups; *Manuals; Mexican Americans; Native Speakers; Needs; Negroes; Problems; Social Sciences; Sociocultural Patterns; Teaching Guides; Values

The document presents material and personnel to alleviate the ignorace of the nature and extent of ethnic differences in the United States through applied educational anthropology. Using the term "ethno-pedagogy" for the application of cultural anthropology to education, the chapters discuss: (1) the need for applied educational anthropology; (2) the plan of the manual; (3) the inadequacy of individualistic models for cross-cultural education; (4) how cultures make neighboring societies different; (5) how culture structures education; (6) the unpredictability of outcome when two cultures meet; (7) syncretism, the mutual compromise of cultures; (8) how industrialism patterned the U.S. and spread from factory to social life; and (9) the U.S. trend from melting pot to cultural pluralism. Chapters 10 - 17 discuss ethnic variables for modification for cross-cultural education; domains of cognition versus affect versus psychomotion; communication; timing; space; social organization; ethics (the goodness of human nature); and causalty (the sense of environmental control). Additional chapters present: (18) the redirectability of cross-cultural education; (19) a roster of educational problems caused by the ethnic differences; and (20) adapting the elements of education cross-culturally. Chapters 21-24 give educational variables for teaching methods, curricular subjects, and subject examples. The remainder of the document covers cultural patterns of, and applications for, specific cultures (including Yankees).

2. Communities Around the World. Contrasting Communities. Teacher's Resource Unit. 1968, 67p. ED 073 967.

Activity Units; *Community Study; Concept Teaching; *Cross Cultural Studies; Curriculum Guides; Elementary Grades; Grade 3; Human Relations Units; Resource Units; *Social Studies Units; Social Systems; Sociocultural Patterns; Sociology

The social studies resource unit, the first of four in this course, outlines content dealing with the concept of community, helping third grade children to identify basic properties of any community. Specific objectives are described in the areas of culture, social organization, social processes, location, and cultural uses of environmental concepts; generalizations; gathering, analyzing, evaluating and geographic skills; and attitudes. Fifty-three outlined learning activities incorporate teaching strategies and furnish instructional media for each activity. Appendices include student materials on topics of communities consisting of maps, study questions, information summaries, and stories.. Other documents in this series include ED 051 027 through ED 051 034; and ED 073 968 through ED 073 972.

3. Communities Around the World. Teacher's Guide to Grade Three. 1968, 30p. ED 073 968.

Behavioral Objectives; *Community Study; Concept Teaching; *Cross Cultural Studies; Elementary Grades; Grade 3; Human Relations Units; Inquiry Training; Skill Development; *Social Studies Units; Sociocultural Patterns; *Teaching Guides

In this third grade teaching guide emphasis is placed on community study, providing data for generalizations about cultural diversity. Affective objectives foster curiosity and respect for cultural contributions and differences. Inquiry, critical thinking, geographic and sequential development of skills are stressed. Four resource units that focus on political and social institutions are on contrasting communities, gold mining, Manus Community in the Admiralty Islands, and the Paris Community. The first part of the guide gives information on course goals, teaching strategies, the focus of the course, the place of the course in the elementary curriculum, the format of the units, adaptation of the units, and preparation of materials. Over half the document contains charts showing the sequential development of concepts and attitudinal behaviors in this course. Related documents are ED 051 027 through ED 051 034; and ED 073 967 through ED 073 972.

4. Families Around the World. The Algonquin Family of New England. Teacher's Resource Unit. 1968, 71p. ED 073 969.

Activity Units; *American Indian Culture; American Indians; Concept Teaching; *Cross Cultural Studies; Curriculum Guides; Elementary Grades; Ethnic Groups; *Family (Sociological Unit); Family Role; Grade 1; Human Geography; Human Relations Units; Inquiry Training; International Education; Resource Units; *Social Studies Units; Social Systems; Sociocultural Patterns

This resource unit for grade 1, the second unit on the theme Families Around the World, is concerned specifically with the Algonquin tribes of the southern New England area. Objectives are for the students to cross-culturally examine the concept of culture, noting that it is a learned behavior, and to recognize the diversity in cultures and the contributions made to all by cultural pluralism. Students will also examine the social organization, social process, and the locational sites of the Algonquins. Inquiry training and concept learning are emphasized in numerous learning activities. The first part of the guide provides background information on tribal village life, major jobs of men and women, environment, clothing, farming, food, hunting, trapping, fishing, religion, and social structure. The majority of the document describes teaching strategies for 58 developmental activities in a format designed to help teachers see the relationships among objectives, content, teaching procedures, and materials of instruction. Audiovisual aids and printed materials to be used are listed with each activity and a general list of educational media is given. Appendices include many pupil materials for this unit. Related documents are ED 051 032, ED 051 033, ED 073 970, and ED 073 972.

5. Families Around the World. The Colonial Family of Boston. Teacher's Resource Unit. 1968, 119p. ED 073 972.

Activity Units; *Colonial History (United States); Concept Teaching; *Cross Cultural Studies; Curriculum Guides; Elementary Grades; *Family (Sociological Unit); Family Role; Grade 1; Human Geography; Human Relations Units; Resource Units; *Social Studies Units; Social Systems; Social Values; Sociocultural Patterns; United States History

First in a series of four social studies units in a Family Around the World series, this second grade unit focuses on New England culture and, more specifically, on the theme of Boston families during the colonial era. The unit gives a historical perspective to contemporary students who trace present social and familial patterns and ideas to earlier patterns, analyzing differences and similarities. Objectives are for students to conceptually examine: culture, recognizing that culture is learned, and the norms, values, diversity, and uniqueness of culture; social organization, and social processes. Geographic skills are emphasized. Teaching stretegies are described for 97 activities in a format designed to help teachers see the relationships among objectives, content, teaching procedures, and materials of instruction. Audiovisual aids and printed materials to be used are listed with each activity. Related documents are ED 051 027 through ED 051 034; and ED 073 967 through ED 073 972.

6. Families Around the World. The Japanese Family. Teacher's Resource Unit. 1968, 76p. ED 073 970.

Asian Studies; Concept Teaching; *Cross Cultural Studies; Curriculum Guides; Elementary Grades; Ethnic Studies; *Family (Sociological Unit); Family Role; Grade 1; Human Geography; Human Relations Units; *Japanese; Resource Units; *Social Studies Units; Social Systems; Social Values; Sociocultural Patterns

The resource unit prepared for grade one is the fourth in a series on the theme of Families Around the World. For this study of the Japanese family, background material is presented for the teacher describing the site of Suye Mura, family structure, basic physical needs, a typical day, socialization, communication, village life today, and the comparison of a village and city. Major objectives of the course are to help students understand culture as a learned behavior, social organization, social process, and social, political, and economic factors related to location. Other objectives for this cultural study are defined, noting concepts and objectives as well as attitudes and skills to be developed. Teaching strategies are described for 64 activities in a format designed to help teachers see the relationships among objectives, content, teaching procedures, and materials of instruction. Audiovisual aids and printed materials to be used are listed with each activity and a general list of educational media is given. Appendices include pupil materials prepared for this unit, such as maps, and activities that include flower arranging, paper folding, stories, and songs. Related documents are ED 051 027 through ED 051 034; and ED 073 967 through ED 073 972.

7. Hantula, James N. Introducing Asian Studies in Elementary Education: China and India. Service Center Papers on Asian Studies Number 3. 1972, 55p. ED 068 427.

Activity Units; Affective Objectives; *Area Studies; Asian History; *Chinese Culture; Cognitive Objectives; *Cross Cultural Studies; *Cultural Awareness; Elementary Education; Indians; Non Western Civilization; Social Studies; *Social Studies Units; Teaching Guides; Teaching Methods

Two possible approaches for teaching Asian Studies at the elementary level are provided in this teaching guide. Focus is upon presenting selected, crucial aspects of Indian and Chinese culture to students who then compare cultural differences and likenesses. Cognitive and affective objectives are incorporated

into the curriculum and, moreover, a paradigm for measuring cognitive and emphatic understanding of significant elements of Chinese and Indian cultures provides the teacher with an index of the degree of success or failure of this approach. The unit on China employs case studies of Chinese communities through which students study the physical setting, real life, and the ideal life of a Chinese community. Students are introduced to the rural and urban subcontinent in the unit on India by planning a vicarious trip to India in which each student begins to investigate what he takes along the trip as an insight into his own culture. Each unit suggests appropriate concepts to be developed, an outline of content, and a variety of instructional activities. A bibliography is included describing available, multi media materials in China, India, and Asia.

8. Hawke, Sharryl. A Total Immersion Day. Profiles of Promise 25. 1974, 4p. ED 091 282.

*Activity Learning; *Cross Cultural Studies; Cultural Factors; *Foreign Countries; Geography; Grade 6; History; Middle Eastern Studies; Middle Schools; Political Science; *Social Studies; *Student Experience; Student Projects

Social studies teachers in Liverpool, New York, furnish their students with significant cultural experiences by a strategy called total immersion day. Two middle schools organized this experience by having grade six students examine a particular area, its geography, history, culture, and politics. The culminating activity of the study unit, an activity day, is designed to allow investigation of all aspects of the culture studied -- the politics, work, food, and fun. A six to eight week study unit for sixth grade classes provides the geographic overview, historical summary and information on social, economic and political organization of an area such as the Middle East, incorporating current events from newspapers and magazines. Each sixth grader is required to complete a special project which is graded and displayed on immersion day. Costumes representative of the chosen culture are judged, along with typical food prepared for a bazaar. Immersion day itself involves a composite of academic and fun activities, classroom and media presentations. Each student completes a questionnaire evaluating immersion day. Preparatory work and the new experiences of immersion day foster appreciation of a different way of life and insight into a foreign culture for teachers and students involved.

9. Hughes, James W. Teaching About Kenya in the Elementary School. 1971, 15p ED 063 234.

*African American Studies; *African Culture; African History; *Cross Cultural Studies; *Cultural Awareness; Cultural Background; Cultural Differences; Cultural Education; Cultural Factors; Cultural Traits; Developing Nations; *Ethnic Studies; Negro Culture; Non Western Civilization; Resource Guides; Social Studies; Teaching Guides; Teaching Techniques; Thematic Approach

Studying about non-Western cultures not only helps children enjoy the differences that exist among people, but also prepares youth for meeting change in life. It is suggested that cultural awareness and appreciation by American pupils transfer to and affect the African's self-concept and image. Being a developing nation resembling American at a former period, with similarities in the historical development such as nationalism, Kenya offers topics for cross-cultural study. Suggestions on topics of interest for teaching about Kenya in the primary and intermediate grades focus on the people and their ways of living. Primary students can study about the ways children in Kenya work together through "Harambee" to assist in national building by planting school gardens to help defray school costs, by teaching others and by participating in worthwhile youth services. Other topics to be studies are how the national anthem of Kenya was chosen, and the meaning of the national holidays of Kenya. Values which Kenyans hold dear offer study for intermediate grades. Nationalistic pride in being Kenyan, respect and consideration for others, and group cooperation form value bases of Kenya culture which American youngsters can appreciate. Lastly, five resources offering information about helpful materials for studying Kenya are presented. A related document is ED 063 233.

10. Ianni, Francis A.J., Ed.; Storey, Edward, Ed. Cultural Relevance and Educational Issues: Readings in Anthropology and Education. 1973, 533p. ED 085 458.

Document not available from EDRS.

*Cross Cultural Studies; Cultural Background; Cultural Differences; Cultural Education; Cultural Factors; *Curriculum Development; *Educational Anthropology; Educational Problems; *Educational Research; Elementary School Curriculum; Minority Groups; Poverty Research; *Research Methodology; Teacher Education

The recent activity of anthropologists whose primary interests are in education and of educators whose orientation is anthropological suggests this dividion of labor: The first division, "anthropology and education," is the most expansive and the least specific. A second, "anthropology in education," concerns the anthropological presence, whether expressed as a substantive body of understandings, as curriculum, as programs for teacher training, or as a kind of sensitivity toward humankind and the human variety. The "anthropology of education," third, represents anthropological inquiry into the behaviors we call education; into the organization of education; into the actual conduct of teaching and learning; into educational research methods and findings; and into educational futures. A fourth focus is the "anthropology of social problems." Part One of this book exemplifies the general character of anthropology and education. Part Two represents anthropology in education, whereas the articles of Part Three represent activity we have identified as the anthropology of education. Part Four includes a selection of field studies of education in and across cultures. In the fifth, and concluding part, we exemplify anthropological approaches to education as a social problem and stress the vitality of the discipline in problem-solving as well as in social advocacy.

Availability: Little, Brown & Co., Inc., 34 Beacon St., Boston, Mass. 02106 ($7.50)

11. Powers, Joseph F. Brotherhood Through Education: A Guide for Teachers of American Indians. 1965, 171p. ED 075 154.

Document not available from EDRS.

American Indian Languages; *American Indians; *Cross Cultural Studies; Cultural Awareness; *Curriculum Guides; Motivation Techniques; Sociocultural Patterns; *Student Teacher Relationship; Teacher Education; *Teaching Guides; Teaching Methods

A guide for educators planning to work with American Indian children, the book presents factual material to enable the reader to better understand Indian life styles. The book is divided into 2 sections. The first section discusses culture, language, and the socioeconomic patterns of Indians compared to non-Indians. The second section covers Indian education, curriculum and techniques for motivation. Also included are 19 suggestions for developing a more tolerant attitude toward ethnic groups. Three examples are: (1) avoid making value judgments; (2) learn about the culture of the people; and (3) don't pry. There are certain areas in the life of a people that are sacred. In addition, there

are 4 appendixes: (1) source materials; (2) elements of English; (3) statistical measurements; and (4) fatalism index. A bibliography for clarification and elaboration ends the text.

Availability: Joseph F. Powers, Henderson-Wilder Library, Upper Iowa University, Fayette, Iowa 52142 ($3.50)

12. Renaud, Mary, Ed. Bringing the World into Your Classroom. Gleanings from Glen Falls. 1968, 118p. ED 066 415.

HC not available from EDRS.

Activity Units; *Cross Cultural Studies; Cultural Awareness; Cultural Education; Elementary Grades; Foreign Culture; *Interdisciplinary Approach; *International Education; School Community Cooperation; Secondary Grades; *Social Studies; Teaching Guides; *World Affairs; World History

Selected activities, lessons, and ideas from a cross section of projects and programs used in the Glen Falls city school district are presented in this guide for k-12 teachers. The major objectives of a given unit is to help students develop an attitude of world understanding in every subject area, introducing interdisciplinary activities in social studies, English, science, physical education, business, and art classes. None of the lessons are intended to be used in a prescriptive manner. Rather, they are intended as suggestions which the teacher can develop in his own way depending upon the pupils and the setting. Three major parts comprise the handbook. Part one, sample lessons, is arranged by grade level. Each lesson lists purposes, and suggested procedures and activities. Part two, pages of ideas, includes some activities in Glen Falls programs, suggests ideas for gaining community support, gives ideas for k-12 classrooms, and provides miscellaneous approaches to world affairs. Part three, an appendix, includes a script for grade 4, a play, and art directions for a primary grade.

Availability: National Council for the Social Studies, Department of the National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($2.75)

13. Rice, M.J. Premises for Structuring Ethnic Curricula. 1972, 15p. ED 081 660.

*Anthropology; *Cross Cultural Studies; Curriculum Development; *Educational Philosophy; Elementary Grades; *Ethnic Studies; Fundamental Concepts; *Intellectual Disciplines; Intermediate Grades; Models; Political Socialization; Projects; Social Sciences; Social Studies; Values

The primary purpose of the Georgia Anthropology Curriculum Project is to present the organizing concepts of anthropology in curricula suitable for use in elementary and intermediate grades. The philosophic premise of the project is that a conceptually structured curricula is the most effective means of helping students to acquire a base of knowledge for categorization and organization of phenomena. Project value assumptions deal with the nature of the learner, the organization of the material, the methodology of instruction and the nature of the content. The role of ethnic studies as part of anthropology is pointed out, as is the preoccupation with ethnic studies in general in the United States. The major issue in ethnic studies is felt to be whether it should be used to politicize a particular group in the school population. A project model program should not focus on self identity, be preoccupied with ethnic groups in one country or culture, or have a retrospective emphasis. A suggested model which permits a reconciliation of core values of the national culture with respect for ethnic diversity is the cross-cultural curricula development approach.

14. Sealey, D. Bruce. Designing Culturally Sensitive Curriculum Materials for Canadian Schools. Indian-Metis. 1972, 12p. ED 075 301.

*American Indian Culture; *Cross Cultural Studies; Cultural Education; *Curriculum Development; Curriculum Enrichment; *Educational Anthropology; Elementary Grades; Ethnic Studies; Human Relations; Multimedia Instruction; Projects; *Social Studies; Teaching Techniques

The Indian-Metis Project to develop a multi-media kit of social studies curriculum materials is based upon an integrated anthropological framework. All kinds of materials and theoretical positions are brought together and bear upon the education of children in the age range of eleven to thirteen. This project, amid negative reactions of teachers to the development of yet another study kit on Indians, offers a teaching approach which gives the affective domain of learning an equal role with the cognitive domain. Designed to lead children into investigating native cultures of western Canada through materials relating to history, geography, archaeology, language, arts and crafts, music, food, economics and mathematics, this program has as its goal the development of cultural sensitivity. A related document is ED 055 016.

15. Torney, Judith V.; Morris, Donald N. Global Dimensions in U.S. Education: The Elementary School. 1972, 56p. ED 062 265.

Document not availalbe from EDRS.

Bibliographic Citations; Changing Attitudes; Childhood Attitudes; *Cross Cultural Studies; Curriculum Design; *Curriculum Development; Elementary Grades; *Experimental Curriculum; Instructional Programs; Intermediate Grades; *International Education; Moral Values; Primary Grades; Program Descriptions; Social Attitudes; *Student Attitudes

This is one of four studies which review the state of the art of globalized curriculum development. This new view requires teachers and children to have an ability to deal with tremendous complexity, see situations in new ways - outside past experience - and to perceive system dynamics instead of structural statics. It is a much broader perspective than the usual practice of including international content or cultural awareness in the curriculum. The authors review attitude research on children and descriptive studies of their international attitudes in light of Piaget and the cognitive developmental view, and Kohlberg and the development of moral judgment. Basic conclusions are: 1) that one effective and infrequently used way to improve programs of internationalized education requires determining existing attitudes in children and the factors important to maintain or change those attitudes, and 2) that the period of middle childhood is especially important in the formation of these attitudes. Elementary programs developing globalized or "spaceship earth" curriculum described and criticized by the authors are: intermediate grades, Joint County school system, Iowa; intermediate grades, Jefferson County public schools, Colorado; primary grades, Chelmsford, Massachusetts; United Nations International School, Glen Falls, New York; and open schools at Mankato, Minnesota and in North Dakota.

Availability: American Political Science Association, 1527 New Hampshire Avenue, N.W., Washington, D.C.

16. United States History: From Community to Society. Teacher's Guide, Grade Six. Project Social Studies. 1968, 125p. ED 068 383.

Affective Objectives; *American Indian Culture; Cognitive Objectives; Concept Teaching; *Cross Cultural Studies; Democratic Values; Discovery Learning; Elementary Grades; Grade 6; Human Dignity; *Inquiry Training; Interdisciplinary Approach; Sequential Learning; Skill Development; *Social Studies Units; Teaching Guides; *United States History; Values

This teacher's guide to the sixth grade social studies course on United States history, which is part of an articulated sequential curriculum for grades K-12, contains resource units which emphasize culture concepts in studying the American Indians and the Spanish, French, and British settlements. Cognitive and affective developmental skills are stressed. The seven units are designed to help students learn scholarly values, democratic values, and the value of human dignity. Inquiry strategies encourage pupils to learn through the discovery process and to set up hypotheses by recalling concepts and generalizations learned by experiences and previous classes. Four major sections are included in the guide. The first section presents information on course objectives, rationale, descriptions, teaching strategies, how to adapt resource units to specific classes, and how the course fits into the total program. The second section consists of charts indicating the way in which cognitive, affective, conceptual, and generalization skills are developed in different units. A background paper, written by Robert F. Berkhofer Jr. and contained in the third section, identifies the important topics to be taught in each unit. The last section provides a content bibliography. The seven units are contained in documents ED 068 384 through ED 068 390.

17. United States History: From Community to Society. Unit One: Indian America Before White Settlement. Grade Six. Project Social Studies. 1968, 103p. ED 068 384.

Activity Units; *American Indian Culture; American Indians; *Cross Cultural Studies; Discovery Learning; Elementary Grades; Grade 6; History Instruction; *Inquiry Training; Instructional Materials; Interdisciplinary Approach; Resource Units; *United States History

Unit I for grade six deals with the American Indian in a cross cultural approach. Pupils use case studies to examine the Aztecs, who were later conquered by the Spanish, and the Iroquois, who came into contact with the French and English, as total cultures and draw comparisons between the two. The main part of each resource unit is set up in a double page format to help teachers see the relationships among objectives, content, teaching procedures, and materials of instruction. The outline begins with developmental generalizations on culture in all societies, noting the similarities and differences, and is followed by a list of developmental cognitive and affective skills. The content outline emphasizes that although the Aztecs and Iroquois were both American Indians, their societies differed in the ways of living prior to White contact. Teaching procedures suggest learning activities which implement various source materials, textbooks, and non-text materials.

A selected reading on the Aztecs is included. The teacher's guide in document ED 068 383 provides detailed information on course objectives, teaching strategies, and program descriptions. Other related documents are ED 068 385 through ED 068 390.

18. United States History: From Community to Society. Unit Two: Spanish and French Settlement of North America. Grade Six. Project Social Studies. 1968, 117p. ED 068 385.

Activity Units; *American Indian Culture; American Indians; Concept Teaching; *Cross Cultural Studies; Curriculum Guides; Discovery Learning; Elementary Grades; Grade 6; History Instruction; Inquiry Training; Interdisciplinary Approach; *Land Settlement; Resource Units; Skill Development; *Social Studies Units; *United States History

Colonization of America is the theme in this second social studies unit for 6th grade students. Reasons for colonization are briefly discussed. The unit then takes up the Spanish settlement of Mexico, the way in which the Spanish took their culture with them to the New World, differences in the way in which the Aztecs and the Spanish perceived the same environment, the contact of the Spanish with the Aztecs, and cultural diffusion. In the next part of the unit, pupils turn to the French settlement of Canada, studying it in much the same way that they studied the Spanish colonization and contact with Indians. Pupils contrast the French and Spanish stttlements as well as the European and Indian cultures which came into contact with each other. A book of student readings on the colonization of North America by the French is included. The format of the unit is described in unit I ED 068 384, and detailed information on course objectives, teaching strategies, and program descriptions are provided in the teacher's guide ED 068 383. Other related documents are ED 068 386 through ED 068 390.

19. United States History: From Community to Society. Unit Three: The English Settlement of North America. Grade Six. Project Social Studies. 1968, 48p. ED 068 386.

Activity Units; American History; *American Indian Culture; American Indians; *Colonial History (United States); Colonialism; Concept Teaching; *Cross Cultural Studies; Curriculum Guides; Elementary Grades; Grade 6; Inquiry Training; Puritans; Resource Units; Skill Development; *Social Studies Units; *United States History

This third in a series of resource units designed for sixth grade students and produced by the Project Social Studies Curriculum Center deals primarily with the English settlement of North America. Pupils study similarities and differences in the English settle-

ments of Jamestown and Plymouth by using case studies. English contact with the Indian groups is examined, and English settlements are compared to the French and Spanish colonial patterns. The format of the unit is described in unit I ED 068 384, and detailed information on course objectives, teaching strategies, and program descriptions are provided in the teacher's guide ED 068 383. Other related documents are ED 068 385 through ED 068 390.

20. United States History: From Community to Society. Unit Four: Revolutionary America. Grade Six. Project Social Studies. 1968, 65p. ED 068 387.

Activity Units; *Colonial History (United States); Colonialism; Concept Teaching; *Cross Cultural Studies; Curriculum Guides; Elementary Grades; Grade 6; History Instruction; Inquiry Training; Resource Units; *Revolutionary War (United States); Skill Development; *Social Studies Units; *United States History

Revolution is the theme of this resource unit, which is the fourth in a social studies series designed for sixth grade students. In the first part of the unit, case studeis are used to examine 18th century Boston, Williamsburg, and Philadelphia, contrasting them to 17th century Jamestown and Plymouth settlements. Emphasis is upon examining causes of the revolution, the Revolutionary War itself and, further, strategies of the war. The format of the unit is described in unit I ED 068 384, and detailed information on course objectives, teaching strategies, and program descriptions are provided in the teacher's guide ED 068 383. Other related documents are ED 068 385 through ED 068 390.

21. United States History: From Community to Society. Unit Five: National Expansion. Grade Six. Project Social Studies. 1968, 43p. ED 068 388.

Activity Units; American Indians; Concept Teaching; *Cross Cultural Studies; Curriculum Guides; Elementary Grades; Grade 6; History Instruction; Human Geography; Inquiry Training; Interdisciplinary Approach; *Land Settlement; *Migration; Nationalism; Resource Units; Skill Development; *Social Studies Units; *United States History

The purpose of this fifth in a series of resource units intended for use at the sixth grade level is to provide concepts on the internal migration of peoples from the Atlantic Seaboard and immigration of foreigners to the Northwest and New South. Students

trace migration patterns, noting that culture and material objects also move with the people and the area to which people migrate is thus changed. National movement to the trans-Appalachian West is traced through stories of famous American men such as Sam Houston, John Brown, Abe Lincoln, Stephen Douglas, Daniel Boone, and others. Foreign immigration is also described, and problems faced by foreign immigrants are examined. The fact that the transportation revolution not only facilitated the westward movement but also affected the American economy is discussed. A book of selected readings on the Great Plains is included. The format of the unit is described in unit I ED 068 384, and detailed information on course objectives, teaching strategies, program descriptions are provided in the teacher's guide ED 068 383. Other related documents are ED 068 385 through ED 068 390.

22. United States History: From Community to Society. Unit Six: Civil War and Reconstruction. Grade Six. Project Social Studies. 1968, 245p. ED 068 389.

Activity Units; African American Studies; *Civil War (United States); Concept Teaching; *Cross Cultural Studies; Curriculum Guides; Democratic Values; Elementary Grades; Grade 6; Human Dignity; Interdisciplinary Approach; Negro History; *Reconstruction Era; Resource Units; Skill Development; Slavery; *Social Studies Units; *United States History

The cause of the Civil War is interpreted through cultural concepts in this sixth resource unit series designed for sixth grade students. Suggested activity units expose students in some depth to inhumane conditions of slaves, enslavement problems, Black exploitation, and revolts stemming from denial of basic humanity, the African background of slaves, and the role of the Negro in the Civil War. After military history is studied, Students examine the Reconstruction Period and the subsequent development of segregation. Selected readings of primary sources on the Civil War and Reconstruction, and study questions on the readings are included. The format of the unit is described in unit I ED 068 384, and detailed information on course objectives, teaching strategies, and program descriptions are provided in the teacher's guide ED 068 383. Other related documents are ED 068 385 through ED 068 390.

23. United States History: From Community to Society. Unit Seven: The Completion of National Expansion. Grade Six. Project Social Studies. 1968, 127p. ED 068 390.

Activity Units; *American Indian Culture; American Indians; Concept Teaching; *Cross Cultural Studies; Curriculum Guides; Discovery Learning; Elementary Grades; Grade 6; History Instruction; *Inquiry Training; Interdisciplinary Approach; Land Settlement; Resource Units; Skill Development; *Social Studies Units; *United States History

The Plains Indians are studied in unit seven, the last resource unit in the sixth grade social studies course which focuses on culture. This unit provides two case studies of the Cheyenne and the Mandan for students to examine similarities and differences between the two cultures. The lives of the Indians are analyzed through the White man's perspective. The last part of the unit deals with the conflict and effects of White-Indian contact in the Plans area. A bibliography in included. The format of the unit is described in unit I ED 068 384, and detailed information on course objectives, teaching strategies, and program descriptions are provided in the teacher's guide ED 068 383. Other related documents are ED 068 385 through ED 068 390.

24. West, Edith. The Family of Man. A Social Studies Program. The Rationale and Overview. Project Social Studies. 1971, 43p. ED 068 377.

HC not available from EDRS.

Citizenship; Concept Teaching, *Cross Cultural Studies; Democratic Values; Discovery Learning; *Educational Objectives; Elementary Grades; Human Dignity; *Inquiry Training; *Interdisciplinary Approach; Sequential Learning; Skill Development; *Social Studies; Teaching Guides; Values

A Rationale for Interdisciplinary Elementary Social Studies Materials produced and field tested by the Project Social Studies Curriculum Center is presented in this document. World change is taken into account in courses which focus on understanding culture, valuing human dignity, freedom of choice, and the individual. This emphasis leads to the broad program goal of citizenship education in the social studies and in the school. Inquiry teaching strategies encourage pupils to learn through the discovery process and to set up hypotheses by recalling concepts and generalizations learned by experiences and previous classes. Nine sections included in the booklet are: 1) the need for curricular change; 2) curriculum tasks undertaken by the staff in developing its program; 3) the social sciences or sources for the curriculum; 4) the philosophical considerations of the curriculum developers; 5) the role of the school in a democratic society; 6) teaching strategies; 7) eight criteria for selecting

topics of study; 8) a brief framework of the elementary school program; and, 9) three general principles of curriculum organization used in grades 1 through 4. See 1971 Research in Education for some related documents. Other related documents are ED 068 383 through ED 068 390.

Availability: Selective Educational Equipment, Inc., 3 Bridge Street, Newton, Massachusetts 02195 ($2.00)

References from Current Index to Journals in Education (CIJE)

Abbey, Karin L. Social Studies as Social Anthropology: A Model for ESL Curricula. TESOL Quarterly, v7 n3 pp249-258, Sep 1973, EJ 084 721

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Hantula, James Neil. Goober, Totem, and Progress. Elementary English, v50 n2 pp221-223, Feb 1973, EJ 079 118

Lippmann, Lorna. The Reduction of Intergroup Tensions by Various Educational Methods. Forum of Education, v31 n1 pp29-38, Mar 1972, EJ 063 013

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Purley, A.F. Indian Education: A Redirection and a Reorientation, California Council for the Social Studies Review, v12 n3 pp23-26, L972-1973, EJ 075 466

Shachter, Jaqueline N. The Effect of Studying Literary Translations on Sixth-Grade Pupils' Knowledge of Mexican Culture. Social Education, v36 n2 pp162-167, Feb 1972, EJ 052 507

Postscript

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